



Every Student Succeeds Act (ESSA) Stakeholder Engagement

**105th Annual Commissioner's Conference
for Superintendents**

June 27, 2016

Cross Insurance Center, Bangor

WELCOME

- Introductions/Who is in the room?
- Why we are meeting
- The plan for stakeholder engagement

Theory of Action

IF the Maine DOE supports Local Education Agencies (LEAs) to:

- Provide effective, learner centered education for all students
- Ensure schools are led by effective leaders and students are taught by effective teachers
- Provide multiple pathways that enable learner achievement
- Provide comprehensive school and community supports, and
- Receive coordinated and effective state support;

Theory of Action

AND to...

- Implement the requirements of the Every Student Succeeds Act as a means to achieve that vision

THEN...

- All students in Maine regardless of income or geography will have the supports to graduate college and career ready

What do you know about Maine's vision?

- How would you rate your knowledge of Maine's strategic plan for education and priority initiatives ?
- How would you rate your familiarity with the new federal Every Student Succeeds Act (ESSA)?

What is ESSA?

- The Every Student Succeeds Act (ESSA) comprises nine federal “Titles”, the majority of which provide funding to states and school districts
- In return for funding, states and school districts must comply with requirements of the law
- Both Maine’s strategic plan and ESSA are intended to drive school improvement.

What programs does ESSA authorize?

Title	Description
Title I	Improving the academic achievement of the disadvantaged
Title I, Part A	Improving basic programs operated by LEAs
Title I, Part B	State assessment grants
Title I, Part C	Education of migratory children
Title I, Part D	Programs for neglected, delinquent, or at-risk children & youth
Title I, Part E	Flexibility for equitable per-pupil funding
Title I, Part F	General provisions
Title II	Preparing, training & recruiting high-quality teachers, principals, or other school leaders
Title II, Part A	Supporting effective instruction
Title II, Part B	National activities

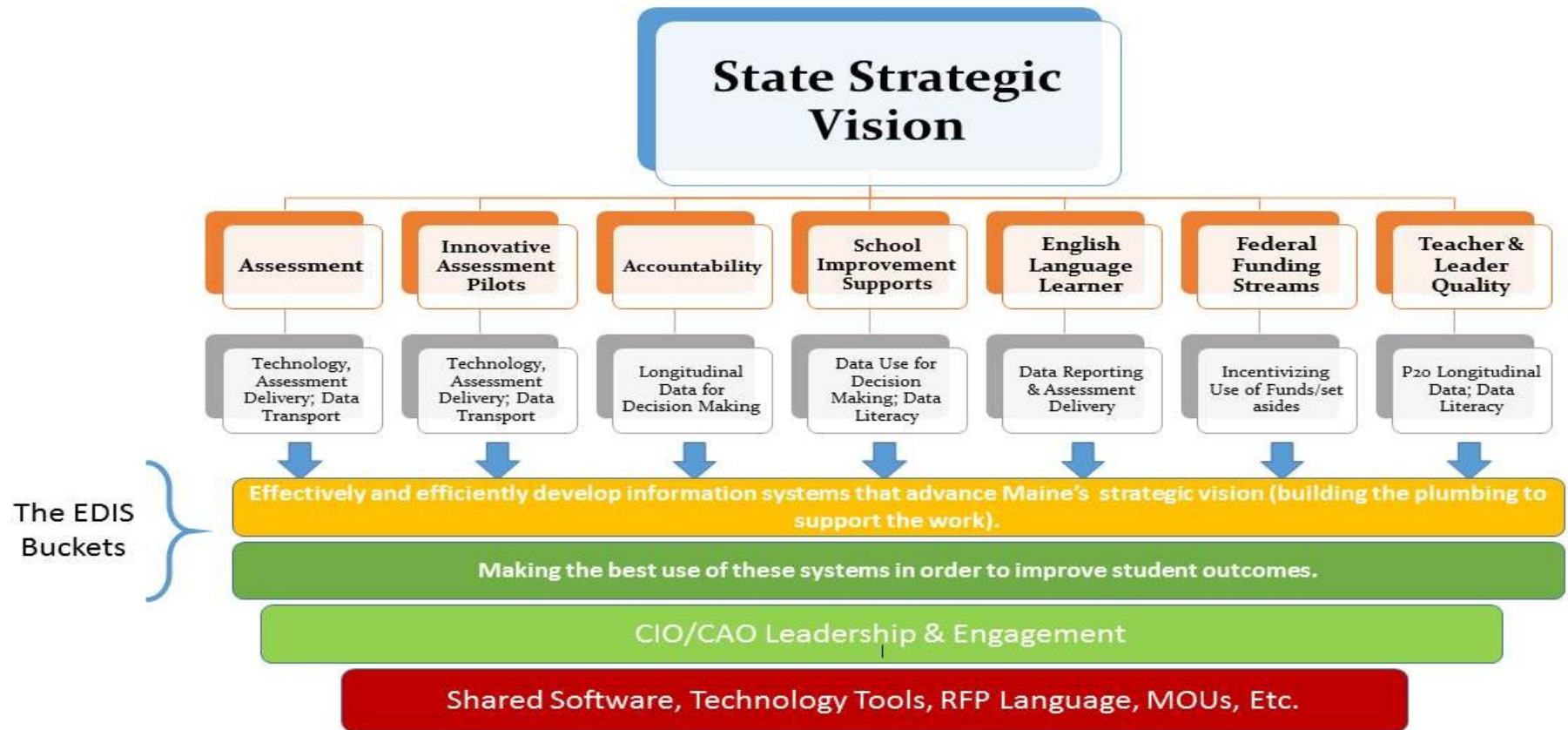
What programs does ESSA authorize?

Title	Description
Title III	Language instruction for English learners & immigrant students
Title IV	21st century schools
Title IV, Part A	Student support & academic enrichment grants
Title IV, Part B	21 st century community learning centers
Title IV, Part C	Expanding opportunity through quality charter schools
Title IV, Part D	Magnet schools assistance
Title IV, Part E	Family engagement in education programs
Title IV, Part F	National activities

What programs does ESSA authorize?

Title	Description
Title V	Flexibility & accountability
Title V, Part A	Funding Transferability for State and Local Educational Agencies
Title V, Part B	Rural education initiative
Title VI	Indian, Native Hawaiian, & Alaska Native education
Title VII	Impact Aid
Title VIII	General provisions
Title IX	Education for the homeless and other laws
Title IX, Part A	Homeless children and youths
Title IX, Part B	Miscellaneous; other laws

Maine's ESSA Implementation Framework



How will Maine DOE transition to the new law?

- ★ Planning and transition now through 2016-17
- ★ Funding under ESSA will begin with 2017-2018 year
- ★ Full implementation of the law during 2017-18
- ★ Anticipated timeline & major activities for ESSA
- ★ U.S. Department of Education has begun regulatory process

Spring/Summer 2016	Fall/Winter 2016	Fall 2017
Stakeholder engagement planning	Continue communication with stakeholders	Implement changes
Gather input, opinions, & advice from broad range of stakeholders	Finalize proposed plans	
Hold internal planning discussions		

Questions & discussion

State Strategic Vision

Assessment

**Innovative
Assessment
Pilots**

Accountability

School
Improvement
Supports

English
Language
Learner

Federal
Funding
Streams

Teacher &
Leader
Quality

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Assessment

Assessment

What we currently do:

- Annual testing at grades 3-8 and once in high school for Math and ELA
- Annual testing at grades 5, 8 and 11 for Science
- State and district receiving Title IA must administer NAEP when selected
- Reasonable accommodations for students with disabilities
- Availability of alternate assessment for most significantly challenged students
- Annual assessment K-12 of English language proficiency
English Language

Assessment

What ESSA requires:

- **Alignment with state's academic standards**-“aligned with challenging state academic standards”
- **Alignment with higher education**- correlation with higher ed entrance requirements; relevant to technical careers
- **Annual assessments**- Math/ELA 3-8 and HS; Science once in each span(3-5, 6-9, 10-12).
- **English Language Proficiency (ELP) Assessment**-required for all students identified as an “English learner”
- **Alternate Assessments**- required for students with most significant cognitive disabilities; 1% student participation cap for each required subject
- **Disaggregation**-Disaggregation of results by student subgroups
- **Participation rate**-ESSA requires a 95% participation rate

Assessment

How it might be different under ESSA

- Assessments can vary in number and type
- Alternative, nationally recognized peer reviewed assessments can be explored at the High School level
- Tighter standards on use of alternative assessment scores for accountability

Assessment

What thoughts/ considerations do you have related to Assessments and our ESSA plan?

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English Learners

What we currently do:

- Annual English Language Proficiency assessment K-12
- In addition to funds for specific populations through EPS, funding support via Title III to eligible districts and consortiums
- Title III Accountability calculated for eligible districts and consortiums receiving Title III funding
- Improvement plans and supports for identified districts and consortiums receiving Title III funding

English Learners

What is new under ESSA:

- **English Language Proficiency Standards (ELP)**-adoption of ELP standards that are
 - 1) derived from the domains of speaking, listening, reading, and writing;
 - 2) address the different proficiency levels of ELs; and
 - 3) are aligned with the state's academic standards
- **Participation in academic and ELP annual assessment**
- **Inclusion in the state accountability system**

English Learners

What thoughts/ considerations do you have related to English learners and our ESSA plan?

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Federal Funding
Streams

Funding

What we currently do:

- Funding distributed via individual programs
- Consolidated application

Funding

What is required under ESSA

- New funding streams and new fiscal and grants management requirements (i.e. Supplement not Supplant).
- Allocation of federal funds consistent with ESSA requirements
- Ensure relevant state regulations and policies are consistent with federal requirements under ESSA.
- Key resource: [Summary of Significant Spending and Fiscal Rules in the Every Student Succeeds Act](#)

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Teacher &
Leader Quality

Teacher and Leader Effectiveness

What we currently do:

- Assurances that all teachers and paraprofessionals meet state certifications
- States must ensure poor and minority students are not taught by inexperience, ineffective, or out-of-field teachers at higher rates than other students
- Identify teachers as “highly qualified”

Teacher and Leader Effectiveness

What is new under ESSA

- Eliminates “highly qualified teacher” (HQT)
- Flexibility to create teacher preparation academies, teacher residency programs and other program improvements
- Changes to Title II funding

Teacher and Leader Effectiveness

What thoughts/ considerations do you have related to Teacher and Leader Quality and our ESSA plan?

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Accountability

What we currently do:

- State identification of and intervention in underperforming schools based in large part on annual assessment results
- Identification of whole school challenges (Priority) or within school gaps (Focus)
- Publically available annual state report card (with additional indicators)
- Performance data reported by subgroup (with inclusion of a SuperSubgroup)

Accountability

What is new under ESSA:

- Elimination of AYP and 100% proficiency requirement
- No federal prescription of state accountability systems, weights, differentiation
- Use of non academic indicators

Accountability

What is required under ESSA:

- Accountability system goals must align with the broader goal of helping all students master the knowledge and skills necessary for success in college and careers
- Must annually measure the achievement of at least 95% of all students (and students in each subgroup)

Accountability

What is required under ESSA:

- Make annual accountability determinations for all public schools/districts based on clear goals to advance continuous improvement
 - meaningful differentiation on all public schools in the state (annual review)
 - ambitious, long term goals, including measurements of interim progress
 - multiple, high-quality measures aligned with advancing college and career ready goals
- Based on multiple indicators and measure annual performance on those indicators (including status and/or growth)

Accountability

What is required under ESSA:

- The required indicators include
 - (1*) academic achievement in math and reading/language arts (may include growth),
 - (2*) one other academic indicator for elementary and middle schools,
 - (3*) graduation rates for high schools,
 - (4*) English proficiency for ELLs, and
 - (5) at least one other indicator that is valid, reliable, comparable, and statewide (ex. student engagement, educator engagement, advanced coursework, postsecondary readiness, or school climate and safety)
- *1-4 above must each be given “substantial weight” and “in the aggregate, much greater weight” than the other indicator(s) in 5
- Must result in a summative rating for each school

ESSA Report Cards

- New Collections and Reporting Elements
 - School Climate, Preschool Enrollment, and Accelerated Coursework
 - Teacher Qualifications
 - School by School and LEA by LEA Finance Data
 - Disaggregation by Student Category
 - homeless, military connected, and foster care students
 - Cross Tabulation of Student Data

<http://www.ccsso.org/Documents/2016/ESSA/ESSAStateReportCardRequirementsMemo01262016.pdf>

Accountability

What indicators should be included in a statewide school accountability model?

- **Academic Achievement**
- **Academic Growth**
- **Achievement Gap Reduction**
- **Arts Access**
- **Assessment Participation**
- **Attendance/Absenteeism**
- **College and Career Readiness**
- **School Climate**
- **Course-Taking and Completion Rates**
- **Dropout Rate**
- **English Learner Growth**
- **Graduation Prep: Grade 9**
- **Extended year Graduation Rate**
- **Postsecondary Entrance**
- **Physical Fitness**

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School Improvement

What we currently do:

Federal (ESEA-Title I):

- Identification of status for Title I schools
 - Multiple supports for Priority and Focus
 - Increased financial resources
 - S I coaches
 - Targeted PD
 - Planning tools
- Technical assistance, as requested from Title I schools

State:

- Regional supports as requested

School Improvement

How it might be different under ESSA:

- ESSA allows states to set criteria
- All schools vs Title I served only
- District vs individual school approach?
- Differentiated –large districts vs single span districts?
- Regional approach?

School Improvement

What factors are most important to consider when planning supports to struggling schools?

What supports are most helpful to lifting a school out of improvement/priority status?

Next Steps and Contact Info

Stakeholder engagement-Next steps

- Wave 1: General feedback through July/August
- Wave 2: Consolidated plan development, focus groups, work groups
- Wave 3: Final draft feedback

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Wrapping up

- Resources
 - Maine DOE ESSA Web page
 - US DOE: <http://www2.ed.gov/policy/elsec/leg/essa/index.html>
 - Council of Chief State School Officers (CCSSO):
http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html
- Feedback survey:
<https://www.surveymonkey.com/r/ESSAFeedbackAccountability>

